Learning Conversation Notes	
Name of Partner:	Date:
Community Inclusive Playgroup	February 2, 2006
Number of Children Served:	Ages: 1 yr (2), 2 yr (10)
12	
When Served:	Gender: Ethnicity:
July 1, 2005 to present	6-Male 10 - Caucasian
	6-Female 1 - Asian
	1 – Hispanic

Conversation Participants: Virginia Daniel, Deb Koss, Jackie Clark, Annie Toor, Melissa Hightower, Don Ferretti, Mike Romero, Nancy Baggett, Janey Crider, Brad Childs

Outcomes:

- All families served are supported in becoming knowledgeable and competent in child nurturing, child interaction, child learning, and parenting skills that promote positive child development.
- The modular is used by the community for meetings and gatherings on a fee basis resulting in a funding source other than First 5 to pay for team meetings.

Performance Measures:

- Demographics (number of 0-5 served by gender, age, ethnicity, and when services were provided).
- Ages & Stages Questionnaire for children in Early Head Start participating in the playgroup.
- Early Intervention Developmental Profile for families in the ARC Placer Infant Program.
- Parent satisfaction surveys.
- Narratives from team meeting.
- Tracking community usage of the modular along with revenues and expenses placed in a protected account for the playgroup team meetings.

What is this data telling us about achievement of outcomes?

The average length of service for the playgroup was just under 9 months which reflects an increase in length of service of almost 3 months from last year.

This group of 12 children is comprised of seven ARC children and five Early Head Start Children.

The seven ARC children include special needs such as Down Syndrome, PDD-NOS (pervasive developmental disorder-not otherwise specified), prematurity, and language delays.

Playgroup uses the results of the ASQ to evaluate the child's needs and communicate this information to other staff.

The ASQ is not required for fee-based children and our experience has been that parents are unlikely to complete and return these forms on a voluntary basis.

There was one child below the cutoff in the area of problem solving. Team meetings help to identify activities that would help the child to develop this skill.

ASQSE: (Mental Health Screener)

This questionnaire is helpful because it picks up problems such as a child having difficulty with transitions.

Evaluation with the ASQ-SE helps to complete the picture of the child's environment by giving staff an idea of the behaviors exhibited in the home. This opens the door for further dialog and evaluation with the parents.

Early Intervention Developmental Profile (EIDP): Evaluates progress in developmental areas of fine motor, cognition, social/emotional, self help, gross motor, and language.

Program staff acknowledges that their evaluation tools are not perfect and staff relies on parent input to help with evaluation of the child.

Ages and Stages Questionnaire (ASQ): Evaluates progress in the developmental areas of communication, gross motor, fine motor, problem solving, and personal-social.

Most parents are interested in the results of the ASQ and the EIDP to learn how well their child is progressing.

Parent Survey

Half of the surveys were returned.

Overall, parents are satisfied with the support they are receiving from program. It could be that parents are so happy with the support received that they are not aware there could be more.

Parents find networking with other parents is very encouraging and helpful. They are able to share resources and experiences.

Team meeting narratives: See attached.

Photos highlighted developmental, negotiation and problem solving skills.

Modular

Income from community playgroups has gone down. Staff is exploring ideas for funding and may be opening the room for other functions (ie: birthday parties). Even with more effective marketing, the revenue generated from this facility may never meet the financial need. Staff is looking for other revenue sources.

Income was \$150.00 Expenses for staff salaries was \$8089.46

In what ways will we apply what we have learned from our data?

Parents shared information on the survey that they did not share in person thus reinforcing the need to administer the survey.

Including words to songs in the newsletter resulted in positive feedback and confirmed that a monthly newsletter would be produced.

Most of the narratives were about the infant program children. Staff will be more aware to include narratives for all children.

Organize the narrative by the questions that staff addressed during the team meetings. Then list the achievements and their significance.

Other points that were made during the conversation:

ASQ is mandated only for the Early Head Start Program.

Maximum capacity of each class is 8 children.

Staff of Early Head Start and Infant Program coordinate and evaluate activities together.

When staff has identified an area of concern out of their area of responsibility, they will facilitate access to the applicable resource.

Playgroup could encourage parents with children who are aging out to continue with the inclusive concept and help direct parents to those programs.

Next Steps:

Problem solve how to get Early Head Start parents to be more invested in the playgroup program.

When asking for concerns about the playgroup on the parent survey, also ask for possible solutions to help parents get more invested.

Next learning conversation will be Thursday, January 18 2007, 1:00-4:30.